

14 – 19 LEARNING PATHWAYS

METHOD AND RESOURCE HANDBOOK

**FOR YOUTH WORK
PRACTITIONERS
IN WALES**

August 2012

Overview

This Handbook introduces, explains and expands on existing knowledge about 14-19 Learning Pathways framework and the potential roles for youth work within it.

Not all the information in this Handbook may be directly relevant to all Youth Work Practitioners. However, it is important that all Youth Work Practitioners have knowledge that their work is part of a bigger educational picture and that there may be opportunities to play an even more significant role, contributing to the positive development of the young people they work with.

The Handbook aims to encourage debate amongst Youth Work Practitioners about the potential for making 14-19 Learning Pathways-related interventions, both developing the Youth Work 'offer' to young people and encouraging other educational partners to recognise and value Youth Work.

The Handbook presents definitions and background to Learning Pathways, references to accreditation opportunities, methods of delivery, role comparisons and basic contact information. It refers to Youth Work Practice that has already contributed to young people's Learning Pathways.

This document is part of a library of Good Practice Method and Resource Handbooks for Youth Work in Wales. You are encouraged to delve into the other handbooks for a plethora of practical resources which enhance youth work practice for the best possible delivery of outcomes for young people in Wales.

Acknowledgements

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1. Introduction

This document is primarily aimed at Youth Work Practitioners. In their role as education professionals they may be fulfilling the Learning Coach role, helping young people with basic skills or engaged in support work such as advice, information or counselling. Now a part of the landscape of Education in Wales, 14-19 Learning Pathways (often referred to as either '14-19' or 'Learning Pathways') is of significance to all educators engaging with this age range.

The foremost contribution that youth work is making to Learning Pathways is the Youth Worker ability to forge meaningful, informal relationships, particularly with the many young people who may not otherwise engage well with more mainstream educational opportunities. That same ability to forge broader educational relationships can also mean that those young people who perform well in a formal context can receive a more holistic educational experience through being introduced to social and personal development opportunities that they might not otherwise access through more traditional channels.

Youth Workers for whom the Handbook is relevant may be involved in a specific 14-19 related setting such as the delivery of education to young people described as NEET (Not in Education, Employment or Training) or at risk of becoming NEET. Alternatively, they may be involved in delivering more universal youth work where young people have sought opportunities to have help with their homework or add to their basic skills. In either case, the young people may already be receiving guidance on Learning Pathways matters. The Youth Work practitioner will be well placed to reinforce both situations. There may be times when Youth Workers need to advocate on behalf of young people who are not receiving guidance and support as they do not know about their entitlement to it or they may be able assist those who are only receiving limited guidance.

While there may be times when the role is one of advocacy which may bring in an element of conflict with other professionals, youth workers are full partners in the learning process. Their role is, as in all aspects of youth work, to engage in a voluntary relationship with the young person which may need to be explained to other partners. It is equally important that the youth worker understands the roles of these other professionals and the recognition of different professional expertise by each at an early stage will add to the benefits to young people of partnership work.

2. Relevance to Youth Work

Familiarisation with Learning Pathways as an educational structure in Wales will be important for a number of different reasons –

- The 14-19 age range fits within the scope of standard 11-25 youth work provision
- Youth Workers deliver all types of learning opportunities as appropriate to the young people with whom they work. These opportunities may result in formal, non-formal or informal learning which are fully discussed in the Accreditation Handbook.
- 14-19 Learning Pathways encompass the entire spectrum of Informal/Non-formal/Formal educational approaches. Youth Workers operate in each of these approaches through their delivery of youth work in schools and the delivery in open access youth work of accredited opportunities not normally available in schools and FE colleges. These include Agored Cymru (Open College Network), ASDAN and Duke of Edinburgh's Award and a full list is described in detail in the Accreditation Handbook. They are sometimes referred to as Alternative Education though youth workers often refer to them more pertinently as 'Appropriate' learning. They are delivered, to good effect, in informal as well as formal educational settings where educational achievement is supported by a variety of education practitioners who are additional to those who are mainstream teachers.
- Youth Workers are uniquely placed to offer particular elements within the overall 14-19 Learning Pathways strategy, such as those relating to the personal and social development of young people.
- Learning Pathways documentation recognises the value of support from professionals who are not employed by formal learning providers such as schools and colleges. It notes that this is often supplied best by those who are able to forge strong relationships with those young people for whom learning is not something they easily choose to do. It values the voluntary relationship between learner and the facilitator of that learning.

It is important to note that although some application of 14-19 Learning Pathways has been selective (i.e. it is aimed at those seen as potentially under-achieving from a formal education point of view), access to an individual learning pathway is a universal right of every young person in Wales. Access to support for that learning is equally a universal right. Learning Pathways documentation also recognises that many young people struggle with learning for reasons that have nothing to do with the learning itself but are related to lifestyle, parental relationships, needing to care for other family members or being in a care situation themselves. Supporting them to overcome these are integral to the youth worker role.

3. An Individual 14 – 19 Learning Pathway

14-19 Learning Pathways is a Welsh Assembly Government initiative which aims to increase the number of young people aged 16 – 19 progressing to Further and Higher education, to achieve a highly skilled and effective workforce and to reduce the number who disappear from learning and employment during that period of their life.

An Individual Learning Pathway provides a young person with an opportunity to follow a more flexible and needs-led programme of learning which aims to support them to raise educational achievement and assist them to achieve their full potential. A Learning Pathway should focus on the individual needs of the learner and consider all aspects of their formal, non formal and informal learning and the development of the skills they will need to achieve their potential¹.

The initiative consists of six key elements which are integral to a young people's learning and achievement. In brief, elements 1, 2, and 3 consider the educational provision to which young people, as learners, should be entitled. Elements 4, 5 and 6 recognise the support, advice and guidance which may be necessary for young people to gain the most from and achieve their individual learning pathway.

The three elements of Learner Provision are:

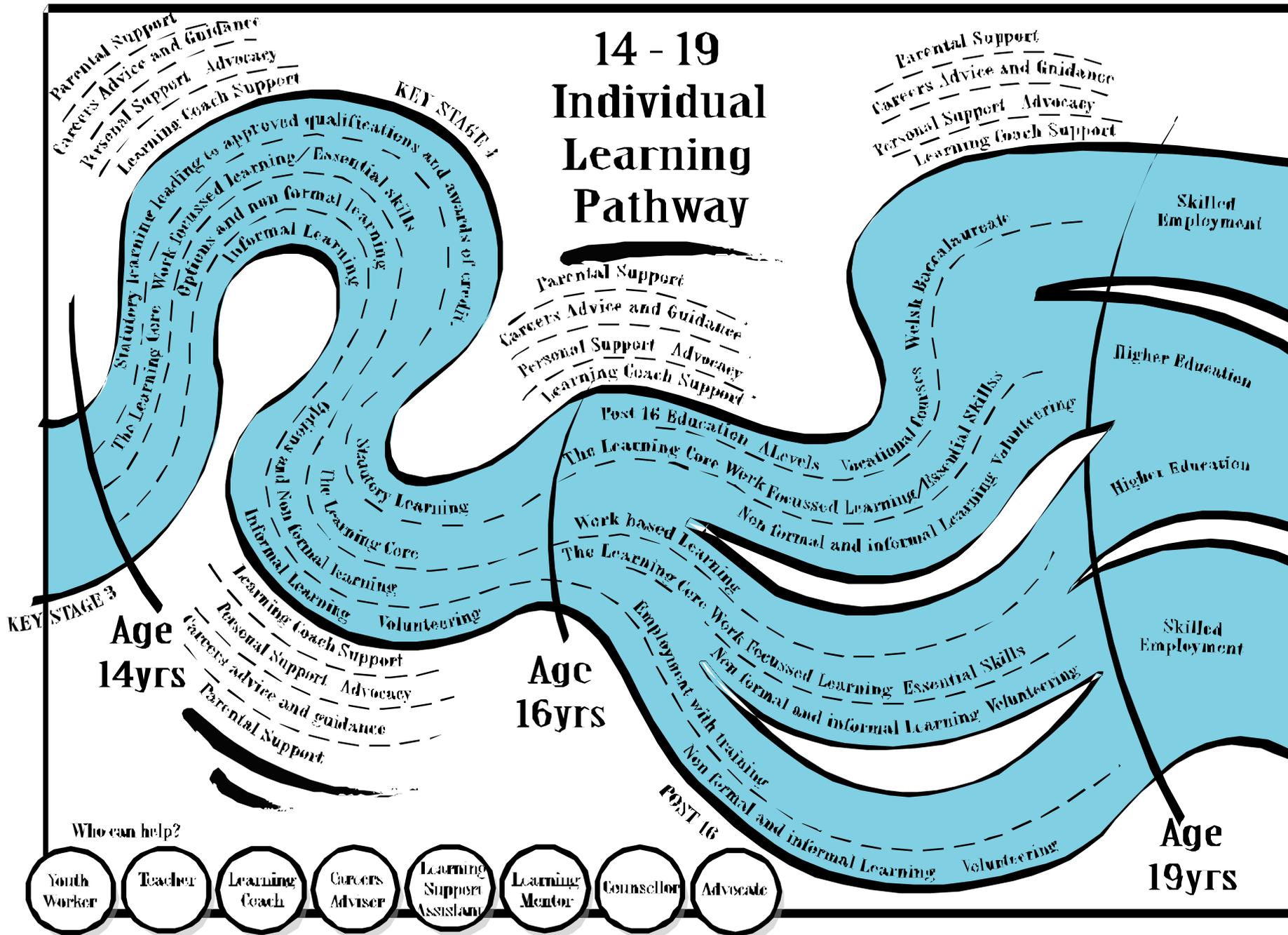
1. An Individual Learning Pathway tailored to a young person's individual needs to run from 14-19 and beyond which leads to approved qualifications and awards of credit at appropriate learning levels and at the right time for the learner.
2. Wider Choice and Flexibility so that a young person can choose from a range of domains with opportunities to vary the speed and direction of the pathway.
3. A Learning Core which consists of the skills, knowledge, understanding, values and experiences that all 14-19 year olds need whatever their chosen pathway.

The three elements of Learner Support are:

4. A Learning Coach who will support the learning and help to set a pathway and make opportunities available to discuss learning, progress and direction change, if required, on a regular basis.
5. Personal Support, either by referral or self-referral which will access a range of support necessary to deal with the many issues that can be a block to learning.
6. Careers Advice and Guidance which is impartial and informs the learning pathway through gearing it towards career outcomes.

¹ 14-19 Learning Pathway Guidance, Welsh Assembly Government

This map shows the structure of an individual learning pathway as created by Jen Tredinnick for Wrexham Youth Service



4. Personal and Social Development delivered by Youth Workers

The Youth Worker has a unique opportunity to provide support, advice and mentoring to young people in a variety of ways, contexts and levels. While youth workers offer **personal support** to young people to access their individual learning pathway and overcome barriers which prevent this, they also provide opportunities for non formal and informal education. They also contribute to the development of essential skills which are key components of the individual Learning Pathway. Youth Workers are also well placed to facilitate access to wider volunteering opportunities for those who are less motivated by learning in its own right which may provide those young people with a more real and meaningful experience.

Youth Workers can provide this support in schools, within communities, and in partnership with families and other organisations and partners. Dependent on individual need and a young person's willingness to engage voluntarily, support, advice and mentoring can be provided as part of a club, project, or group curriculum, in small groups or on an individual (one to one) basis.

Some contexts for this work with 14-19 Learning Pathways include:

a) Youth Work in Schools

There are many examples of youth work in school settings. Some of these have a purer youth work focus while others have an educational support focus and others are more therapeutic in nature.

Regardless of type, school-based youth work projects are involved in 14-19 Learning Pathways programmes in the following ways, though this is by no means an exhaustive list –

- Providing personal support
- Facilitating access to non formal accreditation programmes
- Facilitating access to wider volunteering opportunities in the community

b) Not in Education, Employment or Training projects

Some young people drop through the educational 'net' which may be due to a variety of factors, including behavioural, social, familial/living circumstances, Looked After-related issues, and the unsuitability of schools to accommodate the individual. Some of these young people may already have experienced what formal educators call 'alternative education' or in youth work terminology 'appropriate education' such as Pupil Referral Units (PRUs), Youth Access programmes and others.

Several Youth Services operate focussed projects aimed at those not in education, employment or training (NEET) which apply youth work methodology to young people who have difficulty engaging with teaching and schools. This may include using a detached or outreach method (see the Detached and Outreach Youth Work Handbook) of youth work. These projects

enable young people to access the types of community based and informal learning opportunities that collectively make for more varied and personalised, learning pathways.

c) Keeping in Touch

Keeping in Touch projects are similar to those in b) above through they focus more on trying to help young people to avoid the situation of becoming NEET. They may also use an outreach method which retains the engagement with the young people and gets them to places of learning or training or involved in apprenticeships.

d) Welsh Baccalaureate

Informal and non-formal learning, skills based learning and volunteering can contribute directly to The Welsh Baccalaureate at both pre 16 and post 16 levels. Youth workers can contribute to several sections of the Welsh Bac and, particularly, will have contacts who can assist with volunteering opportunities either within the youth setting where they work or through the contacts they have within communities.

e) Other accreditation

Supporting and encouraging young people to recognise that learning takes place in all aspects of their lives and daily activities forms a key part of the Individual Learning Pathways initiative. Informal and non formal activity can contribute to the qualifications achieved by young people. Youth work provides settings and projects in which this strategic role in the Learning Pathways process can take place.

There are many opportunities for recognising and celebrating young people's achievement through accreditation. This information can be found in detail in the Accreditation Methodology Handbook and include:

- Duke of Edinburgh's Award Scheme
- Youth Achievement Awards
- ASDAN Youth Awards
- Agored Cymru (Open College Network) Awards and Qualifications
- AQA Awards and qualifications

Voluntary sector organisations, both uniformed and non-uniformed, have much to contribute in these forms of accreditation as their major awards such as Queens Awards or badges are well respected by employers.

5. The Youth Work Role

Youth Projects and Youth Services are increasingly supporting young people in their 14-19 Learning Pathways as an approach to develop processes such as community involvement, volunteering opportunities and informal learning.

The National Occupational Standards for Youth Work² include a number of standards clearly linked to support young people in their learning, and include:

- 1.1 Enable young people to use their learning to enhance their future development;
- 1.2 Assist young people to express and to realise their goals.
- 1.3 Encourage young people to broaden their horizons to be active citizens;
- 1.4.1 Provide information and support to young people;
- 3.1 Facilitate young people's exploration of their values and beliefs
- 4.2 Enable young people to access information and to make decisions;

The key objectives of the role of the Youth Worker to assist young people in achieving this are:

- To establish positive relationships with young people.
- To develop a sound understanding of the information and opportunities available to young people.
- To promote 14 – 19 individual learning pathways and provide information to support and encourage young people to plan and engage in their own pathway.
- To assist young people to identify and remove or cope with barriers to learning.
- To provide opportunities for informal and non formal learning and support young people to develop their essential skills.
- To help young people to recognise that activities that they participate in, in youth provisions and in their own time, are integral to their individual learning pathway.
- To work in partnership with schools, families and organisations in order to be able to advocate for and signpost young people to the best advice and guidance which will support them to access their individual learning pathway.

² National Occupational Standards for Youth Work – Lifelong Learning UK

- To be aware of Child Protection legislation and operate within set guidelines.
- To ensure young people have equality of opportunity

Importantly, the ethos of the 14 – 19 Learning pathways initiative is built on a partnership approach designed to offer learners a network of support, advice and guidance of which youth work is a part. In different contexts and at different times, young learners can access support from Teachers, Learning Coaches, Careers advisors, Learning Support Assistants and Learning Mentors, Counsellors and Advocates. While usually based in a school, youth workers can also train to undertake the Learning Coach role.

Planning a programme

The Youth Worker's role will be to develop a programme of work which addresses specific needs which have been identified for individuals or groups of young people. These needs may have been identified by formal learning agencies such as schools or colleges who then refer to youth workers or a youth work organisation may recognise the need through its involvement with the young people with whom it works on a regular basis.

Any programme of work which stems from this will be set up in the normal way using the **NAOMIE** loop model which is just one of a number that may be used for any form of planned activity. **NAOMIE** is the acronym for

- Needs
- Aim
- Objectives
- Method
- Implementation
- Evaluation

It is described in more detail in the Training Handbook.

KEY SUPPORT ROLES FOR YOUNG PEOPLE WIDENING A 14-19 LEARNING PATHWAY

YOUTH WORKER

Youth workers play an important role in the 14-19 Learning Pathways of young people. They promote personal, educational and social development and work with young people who have difficulty with learning. Their role aims to engage young people, redress inequalities, value opinions, and empower individuals to take action on issues affecting their lives, including health, education, unemployment and the environment, by developing positive skills and attitudes. Youth Workers can provide a vital link between young people and careers advisors, ensuring that the most up-to-date careers information reaches those most in need. Youth Workers signpost young people to appropriate sources of specialist Information, Advice and Guidance, and work in collaboration with key support networks.

TEACHER

Teachers are often the first point of contact for young people in schools and therefore valuable in informing young people's choices about learning and career pathways.

LEARNING COACH

The Learning Coach inspires young people with the confidence and curiosity to develop their interests and achievements, things that can often go unnoticed in standard measures of attainment. Informal and non-formal learning are therefore key concerns which accompany formal education and qualifications. Learning Coaches work alongside teachers and careers advisors to help them plan young people's learning pathways.

CAREERS ADVISOR

A careers adviser/personal adviser provides information, advice and guidance to help young people make realistic choices about education, training and work. They help young people develop career pathway plans and introduce them to the world of work.

LEARNING SUPPORT ASSISTANT

Learning Support Assistants work under the supervision of a teacher. They help and give extra support in the classroom and work with young people who may have special needs either in small groups or on a one-to-one basis.

LEARNING MENTOR

Learning Mentors work in educational settings with young people of all abilities who need help to overcome difficulties that are getting in the way of their learning, such as family problems, bereavement, bullying, low self-confidence and poor study skills. Learning mentors develop one to one supportive relationships and also work in group settings.

COUNSELLOR

A counsellor is an expert listener who will help young people unravel serious issues such as: anxiety, uncertainty, inability to sleep, sleep disturbance, aggression, temper outbursts, poor concentration, not feeling good about themselves, relationship difficulties with families or friends, feeling withdrawn or unresponsive as well as eating problems or addictions.

ADVOCATE

Information, advice and guidance work can lead to the provision of short term, issue based advocacy. Advocacy is the process of speaking up on behalf of another individual. A Youth Worker who acts as an advocate is likely to provide support on a particular issue such as accessing housing advice or a sexual health service. In order to advocate appropriately for a young person it is essential not to be directly involved in the issue and act specifically at the request of the young person. The advocacy role would usually only last until the issue has been dealt with. If any issue falls outside of the expertise and experience of the Youth Worker, the young person should be referred, if possible, to a specialist advocacy service. During the process of providing advocacy, consideration should be made to supporting a young person to eventually self advocate if possible, thus increasing self-confidence and enabling her/him to regain control of their circumstances.

6. Key Documents Supporting 14-19 Learning Pathways and Youth Work

Four key documents support the 14-19 Learning Pathways strategy and the Youth Work role in delivering it. The overarching strategy 'Learning Country: Learning Pathways 14-19' (2003) and its subsequent Guidelines governs the whole process. Its focus is on delivering high quality education, training and work experience tailored to young people's needs which is the first entitlement for young people aged 11-25 in 'Extending Entitlement: Supporting Young People in Wales' (2000). Each gives credence to the youth work role as a vital cog in their successful delivery. 'Young People, youth work, Youth Service: National Youth Service Strategy for Wales' (2006), the strategy for both Youth Services led through local authorities and those led through voluntary organisations, emphasises this role. In 2012, Youth Work in Wales: Principles and Purposes replaces the Youth Work Curriculum Statement for Wales (2007) and gives clarity to what youth work does and how it should do it.

These four documents are explained in greater detail in the Youth Work Documents and Policy Handbook with a much abbreviated version below.

Learning Country: Learning Pathways 14-19

This document outlines the six key elements of Learning Pathways 14-19 under two headings.

The Learning Pathway offers a young person an entitlement to

5. An Individual Learning Pathway tailored to a young person's individual needs to run from 14-19 and beyond which leads to approved qualifications and awards of credit at appropriate learning levels and at the right time for the learner.
6. Wider Choice and Flexibility so that a young person can choose from a range of domains with opportunities to vary the speed and direction of the pathway.
7. A Learning Core which consists of the skills, knowledge, understanding, values and experiences that all 14-19 year olds need whatever their chosen pathway.

The Support for Learners states an entitlement to

8. A Learning Coach who will support the learning and help to set a pathway and make opportunities available to discuss learning, progress and direction change, if required, on a regular basis.
9. Personal Support, either by referral or self-referral which will access a range of support necessary to deal with the many issues that can be a block to learning.
10. Careers Advice and Guidance which is impartial and informs the learning pathway through gearing it towards career outcomes.

The Guidance which accompanies 14-19 Learning Pathways makes clear what is expected of providers and what young people can expect from the initiative. In order to offer the best service to young people, youth workers working on 14-19 Learning Pathways should read the Guidance carefully.

Extending Entitlement

Extending Entitlement is a rights or entitlement based initiative for young people aged 11-25 which was grounded in paragraphs 123-129 of the Learning and Skills Act 2000 specifically referring to the direction from the National Assembly for Wales to local authorities to

- a) Provide youth support services
- b) Secure the provision of youth support services
- c) Participate in the provision of youth support services

where youth support services were defined as services which encourage, enable or assist young persons (directly or indirectly)

- a) To participate effectively in education or training
- b) Take advantage of opportunities for employment
- c) Participate effectively and responsibly in the life of their communities

Extending Entitlement directed local authorities to create an environment in which those services which worked with young people of this age could work effectively in partnership with each other. This resulted, through the ensuing Guidance in the setting up of Young People's Partnerships across Wales. These partnerships contained similar services and organisations to those which were later set up to deal with 14-19 Learning Pathways.

Young People, youth work, Youth Service: National Youth Service Strategy for Wales

This document was created following direction from the then Minister for Education, Lifelong Learning and Skills, Jane Davidson AM, to address what was seen as a lack of direction for and importance given to Youth Services. She pointed to the fact that young people spent only 9 minutes of every waking hour in the year in schools and that Youth Services had much to offer in the other 51 minutes when they could influence not only what they did in this free time but aspects of their learning and plans for the transition into adulthood.

In particular the document states that Welsh Government should

(WAG 6) Secure the contribution of the Youth Service to Extending Entitlement and 14-19 Learning Pathways

particularly

'in activities related to the Learning Core, the non-formal strand of an individual learning pathway, youth workers undertaking the Learning Coach role and the Youth Service contribution to the personal support framework as part of Learning Pathways Guidance III'.

(WAG 7) Further develop and implement consistent national and local measures to demonstrate the impact of youth work on young people's learning in the context of Extending Entitlement and 14-19 Learning Pathways and building on Demonstrating Success.

It stated that local authorities should

(LA 2.3) work with partners, local planning structures, 14-19 Networks and other authorities to ensure provision is available for all young people.

The document stated that Youth Service 'should make its right and proper contribution to ... 14-19 Learning Pathways.

Importantly, the document states:

For 14-19 year olds, the outcomes from the experiences gained through their involvement with the Youth Service will contribute to the rich variety of experiences which support the Learning Core described in 14-19 Learning Pathways and the non-formal strand of their individual learning pathway.

Youth Work in Wales: Principles and Purposes

In 2012 this document replaces the 2007 rewriting of the Youth Work Curriculum Statement for Wales (2002). It is still based on pillars though with the additional one of being inclusive so there are now 5. These pillars for learning opportunities are:

EDUCATIVE - Enabling young people to gain the skills, knowledge, understanding, attitudes and values needed for their own personal development and fulfilment and as a means of contributing to society as members of groups and communities, locally, regionally, nationally, and internationally.

EXPRESSIVE - Encouraging and enabling young people to express their understanding and knowledge and their ideas, opinions, emotions and aspirations through a broad range of creative and often challenging opportunities.

PARTICIPATIVE - Encouraging and supporting young people to become partners in, and share responsibility for, the opportunities, learning processes and decision-making structures which affect their own and other people's lives and environments.

INCLUSIVE - Enabling young people to develop knowledge, understanding and positive attitudes and behaviour in relation to racial, social, and cultural

identity and diversity; heritage; languages and the value of one's own and other languages; citizenship; and respect for other people's choices.

EMPOWERING - Encouraging and enabling young people to understand and exercise their rights including recognising that all young people have rights and that this implies respecting the rights of others; supporting young people to carry out their responsibilities as citizens and members of their communities; encouraging young people to engage with the personal, social and political issues which affect their lives and the lives of others and to develop qualities of leadership.

The processes for good youth work practice correlate very much with those which have been outlined in this document for 14-19 Learning Pathways.

7. Practical Activities to Support Individual Learning Pathways

Much of a young person's planning of an individual learning pathway takes place with a learning coach. However, youth workers can play a significant role in this process particularly with young people who are not in school (for whatever reason) or who do not engage with the support offered through their school.

The activities below are ideas which can be adapted and varied to suit the needs of the individual and the setting in which support is delivered. Their descriptions in brief are included here, followed over the next 5 pages with a session plan for each. Where appropriate, the actual activity can be copied, pasted and printed for use by young people. The activities are followed by two maps which develop from the one on page 7 and can be used with the activities to help young people design their own maps.

Activity 1 Past, Present and Future

This activity is designed to set young people on the path of thinking about their future and what they want to achieve. It also supports young people to recognise the possibilities and opportunities available to them in the future.

Activity 2 Opportunities and Barriers

This activity is designed to promote discussion and investigation into identifying problems or barriers which may prevent young people from achieving their goals, aims and desire for their future and initiate solutions to these problems.

Activity 3 But what about my friends?

The emphasis for this activity is to encourage young people to develop their own *individual* learning pathway. It illustrates that friends can follow different and varied pathways but still maintain support and friendship throughout their 14 – 19 education.

Activity 4 What is my 14 – 19 Individual Learning Pathway

This activity provides a young person's description of the 14 – 19 Individual Learning Pathways initiative and uses the map first proposed on page 7 as a way of planning, following and reviewing their individual learning pathway.

Activity 1

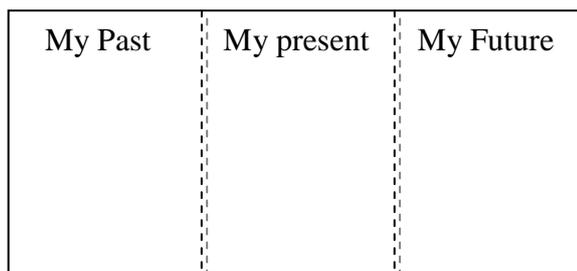
My Past/Present/Future

Resources

Large piece of white card (ideally lengthways half of A2 sheet)
Magazines/catalogues/photographs
Glue and scissors
Coloured pens and pencils

What do I do?

1. Fold the cardboard into three sections as shown



2. On the left hand section, create a colourful collage of your happy memories and thoughts from your past. These could include;
your favourite toy
a game you used to play,
a pet;
your house,
your family;
your memories from school;
a holiday;
your friends
3. In the middle section, create a colourful collage of what you are doing now and how you are feeling. This could include;
Your friends
Your family
School
Your hobbies
Things you own such as phone/ games etc
Your house and your environment
Places you go/hang out
Favourite music/TV programme
4. On the right hand section, create a colourful collage of what you want in the future. Your happiness. This could include;
A job or career/ to have your own business
Marriage/partner
Children
Travel
A fast car
A house/ a portfolio of properties
To work in another country
To be rich
Your 'aspiration' such as to be Prime Minister

Activity 2 Opportunities and Barriers

Look again at what you have created for your future; the things you want to achieve and the things you want in your life.

What opportunities do I have to achieve what I want for my future?

What might stop me from achieving what I want in the future? What barriers do I face?

How can I overcome these barriers? What can I do to help me achieve what I want in the future?

Activity 3

But what about my friends?

Resources

For this activity, you need to find a friend who you trust to share your future and help you achieve what you want for the future.
You will also need;
Two different coloured post it note pads (one for you and one for a friend)
Pen/pencil
Flipchart paper

What do I need to do?

1. Look again at the collage you created in activity 1. Choose one colour post-it notes and write down each of the things you want in your future which you included in your collage. It is important you only write one thing per post-it note.
2. Divide a piece of flipchart paper in two.
On one side write 'similar' and on the other side write 'different' as shown.

Place your post it notes which are similar to your friend's in the left hand column and the ones which are different in the right hand column.
3. With your friend discuss the things you want which are similar and the things you want which are different.

Similar	Different

This activity will help you to see that even your best friends may want different things in their future. Yet this doesn't mean you cannot be friends any more.

Discuss ways you can help and support your friend to achieve what they want in the future.

Write down five things that you can do to help and support your friend to achieve what you want in the future but which will not stop you achieving what you want.

Five ways I can help and support my friend.

- 1.
- 2.
- 3.
- 4.
- 5.

Activity 4 What is my 14 – 19 Individual Learning Pathway?

The 14 – 19 Individual Learning Pathways is designed to help you achieve what you want in your future. It lets you choose the pathway you want to take so that you can have the future you want.

At age 14; you will;

- Study your core subjects in school and get your qualifications at level 2
- You will learn about work. You will be able to do work experience and develop the skills that employers are looking for in a good worker such as being able to work as part of a team and solve problems. These are called essential skills.
- You can choose the options which you enjoy, you are good at and which will help you to get what you want in the future and can also include other things you do like Duke of Edinburgh's Award, music lessons or sports you play etc. This is known as 'non formal learning'
- You can include the other things you like to do in your life like attend a youth club, going to Scouts, reading or cooking at home. This is known as 'informal learning'

At age 16; you will;

- Decide whether you want to go to college, try work based training or get a job. It would be great if your employer could offer you training as well.
- You will learn more about work and further develop the skills that employers are looking for in a good worker such as being able to work as part of a team and solve problems. These are called essential skills.
- It is also important to include the things you like to do such as Duke of Edinburgh's Award, music lessons or sports you play etc. and include the other things you like to do in your life like attend a youth club, going to Scouts, reading or cooking at home. This is known as 'non formal learning'
- Don't forget to include any volunteering you do or would like to do and any part time work you do as well. This is known as 'informal learning'

At age 19;

- You will decide whether you want to go into higher education or get a job which uses all the skills and training you have.

When you are 14

Using your 14 – 19 Individual Learning Pathways planner (Map 2), start at the end by recording what you think you might want to do at age 19. This might be higher education or skilled employment. This is just to get you started, just because you write it down, it doesn't mean you have to do it.

The go back to age 14 years and record;

- My core subjects;
- The work experience I want to do
- The college course or courses I want to do.
- The options I have chosen
- Essential skills

- Other things I learn especially when I am not in school.
- Things I like to do in my own time
- Volunteering

There are plenty of people out there who can help you decide what you want to do and help you make choices and learn things that will help you achieve what you want in the future.

You can keep adding to your pathway as you try new things and make new decisions.

Discuss your journey as you go along and record your discussion/ any advice and any actions you need to take.

When you are 16

Using your planner (Map 3), look again at what you have chosen to do at 19. Is this what you still want to do/? If not, discuss any changes with someone who can help you and record your ideas.

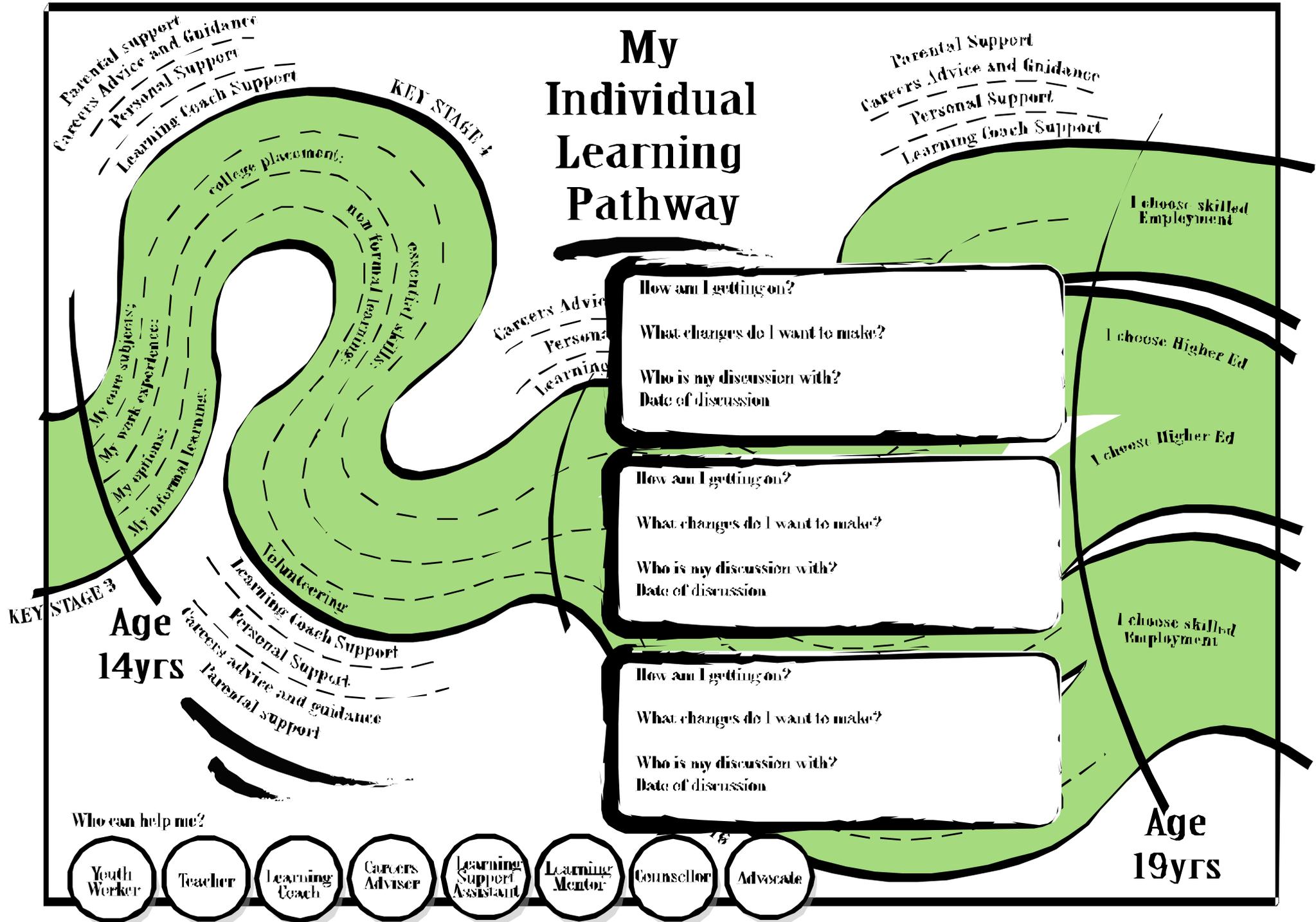
Then go back to age 16 and record;

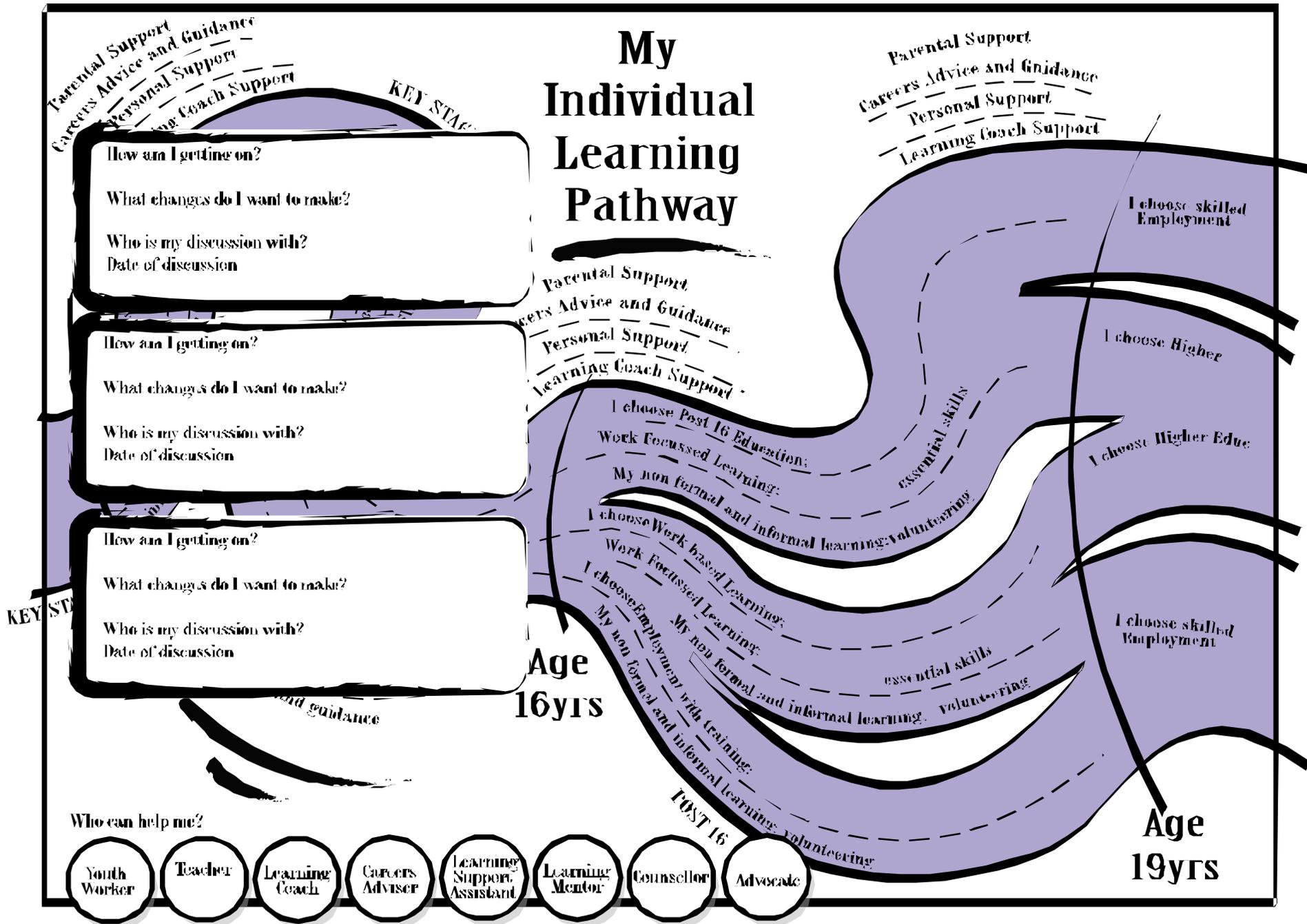
- What college course have you chosen; or what work based learning have you chosen; or what job you have.
- What work based learning you would like to do
- Essential skills
- Other things I learn especially when I am not in school.
- Things I like to do in my own time including volunteering and part time work.
- Volunteering

You can keep adding to your pathway as you try new things and make new decisions.

Discuss your journey as you go along and record your discussion/ any advice and any actions you need to take.

My Individual Learning Pathway





8. Examples of Youth Work interventions in 14-19 Learning Pathways

Project 1 Tanyard Youth Project Ltd, Pembroke

The Tanyard is a voluntary universal youth drop-in so its contribution to an individual's learning pathways falls largely into the non-formal category. They do not get involved with what is seen as formal learning. However, in this example the Tanyard was able to play a prominent role in a young person's development and influence her Learning Pathway through the informal learning she gained.

Ruth's Case

Background

Ruth was not progressing as hoped on her road to taking her GCSEs. She and her friends showed a desire to do more within the Tanyard project. What followed was a continuous programme of low cost outdoor events and several camping trips. These activities allowed Ruth to have new experiences, improve her confidence and build strong relationships with members of staff. As Ruth entered in to year 11 these relationships enabled her to talk about fears and anxieties about her forthcoming examinations.

Approach

While engaging in the activity, Ruth was also able to tap into staff's personal knowledge of English literature and the book, 'To Kill a Mockingbird', in particular. At the same time her increased involvement in the project began to take a more tangible shape. She helped prepare and present the young people's report for the AGM, participated in several consultation events and was one of the brains behind a trip to London. She also started her Duke of Edinburgh Bronze Award. As part of this she started doing some volunteering for her service section, street dance for her physical and cooking for her skill.

Outcome

Ruth has become a role model for younger members and a wonderful example of the benefits the project has to offer for young people. She has had massive benefits from her involvement with the Tanyard and she in turn has brought so much enthusiasm and vitality to the project. Staff have witnessed her growth and she has gained awards for what she has achieved. These awards are worthwhile in their own right and the confidence she has gained has given her greater confidence and decreased her stress relating to her GCSEs.

Project 2 Wrexham CBC Youth Service, Supporting Curriculum Programme

Schools based youth work is a project of the Wrexham County Borough Council Youth Service. The project aims to:

- assist schools to reduce the number of young people receiving fixed term and permanent exclusions
- assist schools to reduce the number of young people leaving school without qualifications
- assist young people to develop personal and social skills that will enable them to lead fulfilling lives both now and in adulthood;
- help improve the life chances of young people by providing them with accredited programmes of learning and opportunities to access a range of activities that respond directly to their needs
- help young people to remain in mainstream education and be actively engaged in school, family and community life.

They do this by offering a range of interventions that encourage young people to take responsibility for their own learning, choices and relationships.

The Supporting Curriculum Programme offers an opportunity for young people to engage in an alternative to the mainstream curriculum for a period of two hours per week over a two year period. Its ideology is entrenched in the notion that an intensive period away from classes will support young people to develop skills to become more successful in the mainstream curriculum and help them to make the transition into further education, training and employment at the end of Year 11.

The Supporting Curriculum Programme encompasses Youth Access and FOCUS (on personal achievement). FOCUS is an intensive two year accredited programme which provides a social and educational experience for young people who have become disengaged from mainstream activities as a result of low self-confidence and self-esteem.

Julie's Case

Background

Julie was a quiet member of the Focus group and was uncertain what she wanted to do when she left school. She knew she wanted to continue in education but wasn't sure whether 6th form or college would be better. Julie was an able student who had been predicted to achieve 'C' grades. However, her self-confidence and self-esteem were very low which affected her ability to communicate with others and her attendance at school. Both Julie and her family were also being supported by project based youth work provision to address issues of emotional health and wellbeing.

Approach

Julie's attendance at school was improving and she enjoyed the Focus sessions in school. She was keen to be involved with the SE to FE (*secondary*

education to further education) project run by the schools based youth work team as she felt it would help her to make the right choice.

Outcome

As a result, she has more confidence in herself and has secured a place at college. Her family has expressed appreciation for the support she has received. Julie now has a positive outlook and feels confident to approach the Youth Worker based in college who she has met through the project.

David's Case

Background

David struggled to engage in school due to his personal and family circumstances. School attendance became increasingly erratic and, following the death of a close relative, he stopped attending school at all. In partnership with the school, a package of support was put into place to help him re-engage in education, improve attendance and complete coursework

Approach

David was given the support of a project based youth worker. The youth worker supported him to re-engage in a part time timetable and also provided one to one sessions and arranged outside school curriculum support. Following a period of illness, David also engaged with a learning coach, a trained youth worker and teacher through home tuition.

Through support, David began to reintegrate into school life and started to attend Focus sessions provided by the schools based youth worker. He was involved in the planning of this reintegration and had been working on 'Developing Self', 'Improving own Learning' and 'problem solving' using his experiences, feelings and aspirations to achieve these. David achieved the ASDAN Award of Personal Effectiveness in his FOCUS sessions which contributed valuable points to his level 1 threshold.

Outcome

As a result of these interventions, David completed English and Technical coursework and sat an entry level English exam. The youth worker accompanied him to his college interviews which resulted in an offer of a placement on a BTEC course. David was also offered a place on the Skillbuild Course in preparation for College.

Youth Workers are invited to send in their case studies to add to the evidence of the impact of Youth Work on 14-19 Learning Pathways.

9. Contacts

Each authority in Wales operates its 14-19 Network differently ensuring that the local needs of young people are considered. Therefore, it is important for youth workers to understand how their authority structures its 14-19 Learning Pathways and can identify the part youth work plays in its structure.

From 2012, 14-19 Learning Pathways is being organized on a regional basis so to find out how it is run in a particular local authority it will be necessary to contact one of the following ;

- The 14-19 Network Regional representative (see following page)
- The Children and Young People's Partnership (CYPP) Chair or lead officer
- The County Voluntary Council (CVC)

Further information can be obtained from;

- Learning Pathways team at the Welsh Assembly Government:
14-19@wales.gsi.gov.uk or website at www.wales.gov.uk
- Council for Wales of Voluntary Youth Services (CWVYS):
www.cwvys.org.uk

Details of 14-19 Network Representatives

Region	Local Authority	Network Co-ordinator	Address	E-mail address
South Central	Bridgend	Kath Durbin	Bridgend County Borough Council, Sunnyside, Bridgend, CF31 4AR	kathryn.durbin@bridgend.gov.uk
		Susan Roberts (Regional/Group meetings contact)	Bridgend County Borough Council, Sunnyside, Bridgend, CF31 4AR	susan.roberts2@bridgend.gov.uk
South West and Mid Wales	Carmarthen	Matt Morden	Lifelong Learning Networks Manager, Block 1, Parc Myrddin, Richmond Terrace, Carmarthen, SA31 1DS	msmorden@carmarthenshire.gov.uk
South East Wales	Torfaen	Steve Davies	Deputy Principal 14-19 Development Officer, Torfaen County Borough Council, Floor 4, County Hall, Cwmbran, NP44 2XH	steve.davies@torfaen.gov.uk
North Wales	Denbighshire	John Gambles	Network Co-ordinator, Secondary Education Officer, Trem Clwyd, Canol y Dre, Ruthin, LL15 1QA	john.gambles@denbighshire.gov.uk